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AUTHOR Swearengen, Mary
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ABSTRACT

These booklets describe a self-help program for children at the elementary level to improve spelling ability. The first, a teacher's guide, provides a rationale for program implementation, information and suggestions for the teacher, a description of the lessons, and an outline of procedures. Appendixes list spelling words in the order of their appearance in the program, grouped by vowel sounds, and alphabetically. The second, a student's workbook, provides 36 brief lessons designed to encourage auditory awareness, facilitate the comparison of phonetic and deviant spellings, and promote recognition and understanding of 64 one-syllable spelling words. (KS)

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YOU CAN TEACH YOURSELF TO SPELL

TEACHER GUIDE

Mary Swearengen, Ed.D.

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6611 Boeing Drive

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Dr. John E. Uxer

Executive Director

Dr. James T. Mancill

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You Can Teach Yourself to Spell

Teacher Guide

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Chapter I

Introduction: Rationale of the Program

Spelling is but one facet of the whole of language arts skills which include listening, speaking, writing, and reading-spelling. The skills are here deliberately arranged in the order in which they are most often acquired. The infant hears the speech of the group, usually the family, in which he finds himself, and by the process of imitation, experimentation, and self-correction, gradually acquires an oral language.

The young child begins scribbling in imitation of the writing of others, and he eventually learns to write his name, learning to spell it, of course, at the same time. Normally he also begins to ask about letters, numbers, and words he sees about him, and learns incidentally that speech sounds are represented by groups of symbols arranged in certain ways. Thus reading and spelling begin to develop simultaneously upon a foundation of auditory and vocal skills.

Research has shown that children tend to read earlier and more accurately if they first learn to recognize, discriminate, and reproduce sounds of letters, syllables, and words before the printed word is formally presented. For most children this approach also results in a higher level of spelling performance.
An occasional child, however, for want of environmental opportunity or encouragement, may not attain these initial stages of development. If his lack is compounded by a perceptual deficiency, or memory difficulties, or inadequate speech production, or limited

understanding of English, he may enter school with a severe handicap. There, very frequently, long-established custom dictates almost immediate exposure to the printed word, without regard to the subskills of listening, speaking, and discrimination of sounds.

If the child is very bright he may acquire a sort of emergency sight vocabulary and appear to be making good progress until this fragile structure gives way under the weight of greatly expanded needs in the third or fourth year of school. It then becomes apparent that the student has a weak foundation of auditory skills. Usually he spells very poorly.

Unfortunately, recent research discoveries come too late for the non-reading or non-spelling upper grade elementary school student, to say nothing of the adult in secondary school or college. It is sad, but quite true, that many otherwise capable adults do not read very well and spell even less accurately. Most of these people want very much to improve their skills, but repeated frustration has convinced them that it is hopeless. They may hesitate, out of fear of further embarrassment and failure, to acknowledge their need or to ask for help.

The self-help program, <u>You Can Teach Yourself to Spell</u>, proposes a method for improvement of spelling which embodies several distinct principles:

(1) It provides auditory training.

(2) It injects an element of humor in the initial stages.

(3) It employs syllables, which are the building blocks for reading-spelling.

(4) It includes and compares phonetic and deviantspelling.

(5) It can be used as a guide by a teacher or a tutor of upper-level students.

(6) It can be used by the older student himself, in private study, if he wishes.

(7) It requires that the independent learner be able initially to recognize and understand only about sixty-four simple one-syllable spelling words.

Chapter II

For the Teacher: Information; Suggestions

For assisted study with an individual or with a group, if the program is successful, the teacher's attitude, as always, is the most important ingredient. Any request of a student, for information or help, must be immediately and graciously granted. Failures are to be treated casually as part of the learning process. The good teacher tries to insure, of course, that no student is embarrassed or made to feel stupid or incapable of learning. The teacher is especially urged not to use this program as a basis for awarding grades or marks or for making comparisons between students.

Every effort should be made to avoid grimness, or drabness, or boredom. In order to maintain enthusiasm, a teacher may wish to use the program for only two or three days of the week. Some lessons can be adequately assimilated in one or two sessions. As many as five or six sessions should perhaps be devoted to a few of the lessons. Both teacher and students will need to be alert for the proper timing of review or relief sessions. Otherwise overloading can occur for some students. There should be no pressure to complete the program within any certain time period.

Each student needs a dictionary at hand to be used as a resource. If some students discover other word and syllable patterns or diacritical markings, so much the better. No student should ever be deterred from forging ahead as rapidly as he desires.

Spelling rules have their place, no doubt, but as a teaching device they often confuse and actually hinder learning. An alternative method, which appears to benefit all, is to consider examples first and then to assist students to discover and formulate their own rules if they desire. In many cases, spelling rules are learned and followed without being explicitly stated. If students ask, the teacher may state a single rule, as simply as possible, in the students' everyday vocabulary.

Students will derive greatest benefit if they make and keep their own lists of words. This will be particularly helpful in remembering non-phonetic or deviant spellings, homonyms, or variable pronunciations.

Lists in the Appendix include (1) words in the order of their presentation in the program, (2) words grouped by vowel sounds, and (3) words arranged alphabetically. These lists are for reference only and are not a part of any lesson, as such. A total of 150 words are used in the program lessons. Pronunciations are based upon the diacritical markings in Webster's Seventh New Collegiate Dictionary, G. and C. Merriam Company. Springfield, Massachusetts. 1967.

Chapter III

About the Lessons

Lesson 1 in the series presents the short vowel sounds in twenty one-syllable words. All of the consonants, except q, x, and z, are used in the initial position, and all except k, q, r, v, w, and y are used in the final position.

Since most American English words are made up partly or entirely of short vowel syllables, ample time should be spent on each of the first four lessons, with much fun and experimentation. Students may enjoy some friendly competition in challenging one another, as individuals or as teams, to pronounce the nonsense words they write on the chalkboard, and later to spell them as they are pronounced. (The teacher will need to be aware that a final n and an initial k, appearing next to each other in a word, can produce a different sound, e.g., pink-it.)

Lesson 2 presents twenty one-syllable words with initial consonant digraphs, short vowel sounds, and single final consonants. As in Lesson 1, students are to become familiar with the sounds and with the spellings through use of them in nonsense words, in comparison with other words containing these same sounds, and in writing their own nonsense words using these sounds.

Lesson 3 continues with the short vowel sound but with a single initial consonant and a final consonant digraph in fifteen words.

Lesson 4 presents three one-syllable words with initial three-consonant trigraphs, short vowel sounds, and single final consonants.

Lesson 5 introduces a new word pattern, using consonant, long vowel sound, consonant, and silent e. Attention is called to the deviant were and to the fact that a single e with the long sound is usually found only in open syllables, as in the words me and belong. The silent e is added to four of the words which were presented in Lesson 1.

Lesson 6 compares two distinct sounds of u and notes similarities and differences of the ue and ew sounds. Attention is called to the deviant pronunciation of sew .

Lesson 7 compares the two sounds of the double-o. One, in soon, is one of the sounds of u presented in Lesson 6.

Lesson 8 notes other words with the u̇ sound as heard in book.

Lesson 9 notes the short i sound in three deviant words.

Lesson 10 notes the short e sound in the deviant word, many.

Lesson 11 notes the long a sound in four different spellings.

Lesson 12 compares the two sounds of ow, the diphthong au̇ sound, and the long o sound, and notes the deviant sew (again) with the long o sound.

Lesson 13 notes the five different sounds of ou.

Lesson 14 presents the diphthongs oy and oi (ȯ ĭ).

Lesson 15 notes the long o sounds of oe and oa and calls attention to the deviant shoe.

Lesson 16 notes another o sound as spelled aw, au, oa, and all.(ȯ)

Lesson 17 notes the short o sound in three words spell with an a, water, watch, and what.

Lesson 18 notes the three sounds of ei: the long e, the short a, and the short e.

Lesson 19 notes the four different spellings for the sound of short a followed by r. Attention is called to the other meaning and pronunciation of the word tear with a short i sound as in the word here.

Lesson 20 notes the five sounds of the digraph ea: long e, short e, short a, and short i.

Lesson 21 notes four different spellings for the long e sound.

Lesson 22 notes three sounds for the digraph ie: long e, short e, and short i.

Lesson 23 gives nine examples of the vowel sound followed by an r.

Lesson 24 notes the use of y as an initial consonant, as a final long i sound, as a final short i sound, and as part of a digraph ey, having a long i sound.

Lesson 25 notes the soft and hard sounds of c.

Lesson 26 notes the soft and hard sounds of g and calls attention to (1) the deviant pronunciation of give and (2) the special effect of ng.

Lesson 27 compares the two sounds of the consonant blend th.

Lesson 28 notes the two sounds of qu, namely, kw and k.

Lesson 29 notes the four sounds of ch.

Lesson 30 notes the deviant spellings of the ch sound in nature and conscientious.

Lesson 31 notes the three sounds of s in sit, please, and sure.

Lesson 32 notes the deviant spellings of the sh sound in nation, musician, and session.

Lesson 33 notes three spellings of the f sound in fat, phone, and enough.

Lesson 34 notes the incidence of initial silent consonants g, h, and k in gnash, heir, and know.

Lesson 35 notes the incidence of final silent consonants b and gh in bomb and dough.

Lesson 36 notes the incidence of the silent l within the words could and salmon.

Chapter IV

Outline of Procedures

1 Present 20 c$\breve{v}$c words.

2 Present 20 cc$\breve{v}$c words

3 Present 15 c$\breve{v}$cc words

4 Present 3 ccc$\breve{v}$c words.

5 Present 4 c$\bar{v}$c$\not{e}$ words (and me, belong, were)

6 Note ue, ew sounds: due, blue, dew, blew, sew

7 Note oo sounds: soon, book

8 Note sounds in book, put, could, woman

9 Note sounds in pretty, women, busy

10 Note sound in many

11 Note sounds in day, rain, rein, they, break, gauge

12 Note ow sounds: cow, snow

13 Note ou sounds: out, dough, enough, bought, could

14 Note sounds in boy, soil

15 Note sounds in hoe, coat (note shoe)

16 Note sounds in saw, haul, broad, fall

17 Note sounds in water, what, watch

18 Note ei sounds: either, heir, rein

19 Note sounds in hair, tear, hare, there, here

20 Note ea sounds: breathe, breath, tear, break

21 Note sounds in need, either, me, believe

22 Note ie sounds: believe, friend, sieve

23 Note vowel+r sounds: car, her, were, sir, fur, thorough, tear, tear, here

24 Note y sounds: yes, try, busy, eye, day, they

25 Note c sounds: cent, coat

26 Note g sounds: gin, goat, give, sprig, song

27 Note th sounds: this, thin, with

28 Note q sounds: quick, conquer

29 Note ch sounds: child, choir, chorus, chef, such

30 Note sounds in nature, conscientious

31 Note s sounds: sit, please, sure

32 Note sounds in nation, session, musician

33 Note sounds in fun, phone, enough

34 Note silent letters in gnash, heir, know

35 Note silent letters in bomb, dough

36 Note silent letters in salmon, could

APPENDIX A

Words in the Order of Their Presentation in the Program

Lesson 1

fat	bed	win	mop	dud
vat	led	pin	got	hug
tax	net	kit	cot	rub
jam	yes	his	sob	buzz

Lesson 2

blot	fled	prop	snap
bran	fret	scat	spot
clef	glum	skid	stop
crab	grub	slot	swim
drip	plan	smug	trip

Lesson 3

bulb	milk	fact
held	sunk	silt
bond	help	sent
self	disc	kept
back	hasp	fast

Lesson 4

scram
sprig
strut

fate wine mope dude

were me belong

Lessons 6-36

due	blue	dew	blew	sew	
soon	book				
put	could	woman			
pretty	women	busy			
many					
day	rain	rein	they	break	gauge
cow	snow				
out	dough	enough	bought	could	
boy	soil				
hoe	coat	shoe			
saw	haul	broad	fall		
water	what	watch			
either	heir				
hair	tear	hare	there	here	
breathe	breath	break			
need	believe				
friend	sieve				
car	her	sir	fur	thorough	
try	eye				
cent					
gin	goat	give	song		

thin	this	with		
conquer	quick			
child	choir	chorus	chef	such
nature	conscientious			
please	sure			
nation	session	musician		
phone				
gnash	know			
bomb				
salmon				

APPENDIX B

Words Grouped by Vowel Sounds

ă	ĕ	ĭ	ŏ	ŭ
fat	bed	win	mop	dud
vat	led	pin	got	hug
tax	net	kit	cot	rub
jam	yes	his	sob	buzz
bran	clef	skid	blot	glum
crab	fled	drip	prop	grub
plan	fret	swim	slot	smug
scat	held	trip	spot	bulb
snap	self	disc	stop	sunk
back	help	milk	bond	strut
hasp	sent	silt	water	enough
fact	kept	sprig	watch	her
fast	many	pretty	what	were
scram	breath	women	car	sir
heir	friend	busy		fir
hair		sieve		thorough
tear		tear		
hare		here		
there				

ā	ē	ī	ō	(y)ü
fate	me	wine	mope	dude
day	belong	try	snow	due
rain	either	eye	sew	dew
rein	breathe		dough	
they	need		hoe	
break	believe		coat	
gauge				

ü	u̇	a͡u̇	ȯ	ȯ͡i
blue	book	cow	bought	boy
blew	put	out	saw	soil
soon	could		haul	
	woman		broad	
			fall	

APPENDIX C

Words Listed Alphabetically

back	choir	fast	her
bed	chorus	fat	here
believe	clef	fate	his
belong	coat	fir	hoe
blew	conquer	fled	hug
blot	conscientious	fret	
blue	cot	friend	jam
bomb	could	fur	
bond	cow		kept
book	crab	gauge	kit
bought		gin	know
boy	day	give	
bran	dew	goat	led
break	disc	glum	
breath	dough	gnash	many
breathe	dud	got	me
broad	dude	grub	milk
bulb	due		mop
busy	drip	hair	mope
buzz		hare	musician
	either	hasp	
car	enough	haul	nation
cent	eye	heir	nature
chef	fact	held	need
child	fall	help	net

net	sir	trip
	sit	
out	skid	vat
	slot	
pin	smug	watch
phone	snap	water
plan	snow	were
please	sob	what
pretty	soil	win
prop	song	wine
put	soon	with
	spot	woman
quick	sprig	women
	stop	
rain	strut	yes
rein	such	
rub	sunk	
salmon	sure	
saw	swim	
scat		
scram	tax	
self	tear	
sent	there	
session	they	
sew	thin	
sieve	this	
silt	thorough	

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LESSON I

You can learn to spell.

In fact, you can teach yourself to spell, if you can read about 150 simple words. How many of these words do you know?

fat	bed	win	mop	dud
vet	led	pin	got	hug
tax	net	kit	cot	rub
jam	yes	his	sob	buzz

All of the letters of our alphabet are used in those 20 words.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Words are built from these letters, but the letters do not always sound the same, do they? This is why spelling is sometimes hard. Take the word fat. Say it slowly. Close your eyes and say it very slowly. Try to hear the sound of the letter in the middle. You know it is an a, but when you say fat, you do not say a, do you? The letters on each side of the a change its sound.

Say each of the other words very slowly, so that you can hear the sound in the middle. Close your eyes and listen as you say each one. Copy each word and say it slowly as you write it. Do not say the letters.

fat	bed	win	mop	dud
vat	led	pin	got	hug
tax	net	kit	cot	rub
jam	yes	his	sob	buzz

Now, let's have some fun with these 20 words. Put two of them together to make a long word. Try jam and net: jamnet. What is a jamnet? Who knows? It is just a nonsense word. How many nonsense words can you make? Ask a friend to read some of them. You may write them on this page.

Lesson 2

The letters we sound with our mouth and throat open are called vowels.

They are a e i o u.

The letter y often sounds like i but sometimes it goes along to change the sound of another vowel. The letter w also goes along to change another vowel sound sometimes.

The other letters of the alphabet are called consonants. The consonant sounds are made by also using our tongue or our teeth. The letters w and y are consonants much of the time.

Look at the word fat. It is made up of a consonant, a vowel, and a consonant. (c-v̆-c) Many of our words have this c-v̆-c pattern. The sound of the vowel in the middle of this pattern is said to be short.

Some words have two consonants at the beginning (c-c-v̆-c).

How many of these 20 words do you know?

blot	fled	scat	
bran	fret	skid	
		slot	trip
	glum	smug	
clef	grub	snap	
crab		spot	
	plan	stop	
drip	prop	swim	

Say each one slowly. Listen for the sounds of both of the consonants at the beginning. Close your eyes and say the word very slowly. Listen. Do this until you can hear both sounds.

Write each word and say it slowly as you write it. Do not say the letters.

blot	fled	scat	
bran	fret	skid	
		slot	trip
	glum	smug	
clef	grub	snap	
crab		spot	
	plan	stop	
drip	prop	swim	

You can make long nonsense words with these small words. Try two of them together. You may want to try three together. How about blotsmug or dripscat or plantripfled? Use these lines to write as many nonsense words as you can. Can you say them?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Look in the dictionary or in some other book and see how many other small words you can find with this pattern: c-c-v̆-c. You may write them on the lines beside these.

blot_____

bran_____

clef_____

crab_____

drip_____

fled_____

fret_____

glum_____

grub_____

plan_____

prop_____

scat_____

skid_____

slot_____

smug_____

snap_____

spot_____

stop_____

swim_____

trip_____

Lesson 3

Some small words have two consonants at the end (c-v̆-c-c). How many of these 15 words do you know?

bulb	back	silt
disc	milk	sent
held	sunk	kept
bond		fast
self	help	
	hasp	
	fact	

Say each word slowly. Listen for both consonant sounds at the end of the words.

Close your eyes and say each word very slowly until you can hear all of the sounds.

Write each word and say it as you write it. Do not say the letters.

Look in the dictionary or in other books and see how many words you can find with this pattern, c-v̆-c-c.

You can write them beside these words. Can you say all of them?

bulb_____

held_____

bond_____

self_____

back_____

milk_____

sunk_____

help_____

disc_____

hasp_____

fact_____

silt_____

sent_____

kept_____

fast_____

You may wish to use small words from all the lessons you have had to make some nonsense words. How about fatbondback or milkslotpin? Write your own nonsense words here.

Lesson 4

Some small words have three consonants at the beginning (c-c-c-v̆-c). Do you know these 3 words?

scram sprig strut

Say each one slowly and listen for the consonant sounds at the beginning. Close your eyes and say each word very slowly until you can hear all of the sounds.

Find other small words with this pattern, c-c-c-v̆-c. Write them beside these words.

scram_____

sprig_____

strut_____

You have had 58 words with short vowel sounds. See if you can find other words with these short vowel sounds. You may wish to add others as you go along. There is an extra page for you to use.

Short a	Short e	Short i	Short o	Short u
fat	bed	win	mop	dud
vat	led	pin	got	hug
tax	net	kit	cot	rub
jam	yes	his	sob	buzz
bran	clef	skid	blot	glum
crab	fled	drip	prop	grub
plan	fret	swim	slot	smug
scat	held	trip	stop	bulb
snap	self	disc	bond	sunk
back	help	milk	_____	strut
hasp	sent	silt	_____	_____
fact	kept	sprig	_____	_____
fast	_____	_____	_____	_____
scram	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Short a	Short e	Short i	Short o	Short u

Lesson 5

You have been working and playing with small words that have short vowel sounds in the middle. If you add an e at the end of some of these words, the middle sound will change to a long vowel sound. Take the word fat (c-$\breve{v}$-c). Add an e at the end. Now you have the word fate (c-$\bar{v}$-c-$\not{e}$).

The e at the end makes no sound; so it is called a silent e. But hear what it does to the middle sound.

Do you know these 4 words? They were made by adding an e at the end of some short vowel words.

fate wine mope dude

Say them slowly and listen for the middle sound. Close your eyes and say them very slowly. Say them slowly as you write them. Do not say the letters.

What about the long e sound? It is usually heard in words like the word me, or in parts of words, like belong. There are a few words like the word were, that do not have the long vowel sound. You will see more of them later.

You may wish to begin a list of words with the long vowel sounds. You may write them on the next page.

Long a	Long e	Long i	Long o	Long u
fate	me	wine	mope	dude

Lesson 6

In some words, two letters go together to make a long u sound. Do you know these words?

due dew

They sound alike, but they mean different things. Why not look for them in the dictionary, just for fun, to see what the differences are?

Say them slowly as you write them. You may wish to add them to your list of long u words.

The letters ue and ew do not always sound just the same. Take these words.

blue blew

They are a little different from the words due and dew. The word due sounds as if it has a y before the u, like this, d (y) u. So does the word dew. But the words blue and blew do not. You will wish to begin a new list for words that have this sound.

The ü sound

blue	_____	_____	_____
blew	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

(You may find the word sew. It is a very old spelling and it has a long o sound. You may wish to add it to that list.)

Lesson 7

You have learned three sounds of u. You have seen how ew makes one of these sounds in the word blew (ü). This same sound is heard in the word soon. You will wish to add it to the same list. How many more of these double-o words can you find?

Write them here and add them to your ü list.

soon _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

What about the word book? It also has a u sound, but it is not like the double-o sound in the word soon. You will need another list for these words (u). How many of them can you find? Begin your list here.

ù _____ _____ _____ _____

book _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

Lesson 8

A few more words have the same vowel sound as in the word book (ú). Take these three words.

put could woman

In the word put, the u has this sound (ú).

In the word could, the ou has this sound (û), and in the word woman, the o has this sound (ú).

See how many more words you can find with this sound. Say them slowly as you write them.

Add them to your list (ú).

Lesson 9

You have heard the short i vowel sound in the words sit, drip, milk and sprig.

Now you will see words that have no i in them, but do have the short i vowel sound. Take these three words.

pretty women busy

In the word pretty, the e has the short i sound.
In the word women, the o has the short i sound, and in the word busy the u has the short i sound.

Say the words slowly as you write them. Do not say the letters.

Can you find more words that have a short i sound but have no i in them?

Add them all to your short i list.

Lesson 10

You have heard the short e vowel sound in the words bed, clef, and held.

A few words have the short e vowel sound, but have no e in them. Take this word.

many

In the word many the a has the short e vowel sound.

Say the word slowly as you write it. Do not say the letters. Can you find other words with a making the short e sound? Add them to your short e list of words.

Lesson 11

You have heard the long a vowel sound in the word fate.

Now you will hear the long a vowel sound in six different words.

The vowels go in pairs.

day rain rein they break gauge

The long a vowel sound is made by ay, ai, ei, ey, ea, and au.

Say each word slowly as you write it. Do not say the letters.

Try to find other words that have the long a vowel sound made by these pairs of vowels: ay ai ei ey ea

Add them to your long a list.

Lesson 12

Sometimes two letters can make two <u>different</u> sounds as you heard in the <u>double-o</u> words.

Now we have another pair of letters making different sounds. Take these two words.

cow snow

In the word cow the <u>ow</u> makes two vowel sounds next to each other, a <u>sho</u>[illegible] <u>a</u> vowel sound with a <u>ú</u> sound (<u>a ú</u>).

In the word <u>snow</u>, the <u>ow</u> makes a <u>long o</u> vowel sound. Add words like it to your <u>long o</u> list. (The word <u>sew</u> goes here, too, because the <u>ew</u> makes a <u>long o</u> sound.)

Say the words <u>slowly</u> as you write them.
You will need a new list (<u>a ú</u>) for words like the word <u>cow</u>. Begin it here.

a ú			
cow	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Lesson 13

Sometimes two vowels make many different sounds. Take these words.

out dough enough could bought

You hear the vowels ou making five different sounds. Say the words slowly as you write them.

In the word out, the ou makes the same vowel sounds as the ow in the word cow. Add it to that list (a ú).

In the word dough, the ou makes a long o vowel sound. Add it to that list.

In the word enough, the ou makes the short u vowel sound. Add it to that list.

In the word could, the ou has the same vowel sound you hear in the word book. Add it to that list.

In the word bought the ou makes another vowel sound of o (ô).

Begin a new list here.

o

	_____	_____	_____
bought	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Lesson 14

You have heard one long vowel sound made by two vowels together.

Now you will hear <u>two</u> vowel sounds made by <u>two</u> vowels together. Take these two words.

boy soil

Say them <u>slowly</u> until you can hear the new sound with the <u>short o</u> and the <u>short i</u> vowel sounds coming next to each other (<u>ŏ ĭ</u>) in the word <u>boy</u>.

Listen for the same <u>two sounds</u> in the word <u>soil</u>.

Write the words and say them <u>slowly</u> as you write them.

See how many more words you can find like them. Begin a new list (<u>ŏ ĭ</u>).

ŏ ĭ				
boy	_____	_____	_____	_____
soil	_____	_____	_____	_____

Lesson 15

You have heard the same sounds made by different letters. Take these two words.

hoe coat

In the word hoe, the oe has the long o sound, and oa has the same sound in the word coat.

Say the words slowly as you write them. Add them to your long o list.

Look for other words like these.

(You may find the word shoe. It has a different vowel sound like the double-o (ü) in the word soon. Add it to that list.)

Lesson 16

You heard the vowel sound made by the ou (o̤) in the word bought.

Now, you will hear the same vowel sound made by different letters. Take these words.

saw haul broad fall

In the word saw the aw makes this vowel sound (o̤).
In the word haul, it is made by the au; in the word broad, it is made by the oa; and in the word fall, it is made by the all.

Say the words slowly as you write them. Do not say the letters.

See how many other words you can find with this same sound. Add them all to your o̤ list.

(You may find the word gauge. It does not belong in this list, because it has the long a sound.)

Lesson 17

You have heard the short o sound in words like cop and spot. The same sound is heard in some words which do not have an o in them.

Sometimes the vowel a has the sound of short o. Take these words.

water watch what

Say the words slowly as you write them. Do not say the letters.

See how many other words you can find with the vowel a making the short o sound. Add all of these to your short o list.

Lesson 18

In one lesson you heard the two vowels ou making five different sounds. Now you will hear the vowels ei making three different sounds.

Take these words.

either heir rein

In the word either the ei sounds like long e. Find other words like this. Say them slowly as you write them. Add them all to your long e list.

In the word heir the ei sounds like the short a. Can you find any more words with the ei making the short a sound? Say them slowly as you write them. Do not say the letters. Add them to your short a list.

In the word rein the ei makes the sound of long a. See if you can find other words which have the ei making the long a sound. Add them to your long a list.

Lesson 19

You heard the vowels ei making the short a sound in some words like heir. In some words, other vowels make this sound. Take these words.

hair tear hare there

In the word hair the ai makes the short a sound. Say the word slowly as you write it. Find other words which have ai making a short a sound. Add them to your short a list.

In the word tear the vowels ea make the short a sound. Say it as you write it. Find other words like this. Add them to your list. (Sometimes the word tear has another meaning and the ea makes the short i sound as in the word here. Why not see if you can find the meaning in your dictionary?)

In the word hare the letters are go together so that the vowel a has the sound of short a. Say it slowly as you write it. Find other words like this. Add them to your list.

In the word there, the letters ere go together so that the letter e sounds like a short a. Say the word slowly as you write it. Add it to your list.

Lesson 20

You have heard the vowels ea making the short a sound in the word tear. Now you will hear other sounds made by ea.

Take these words.

breathe tear breath break

In the word breathe, the vowels ea go together to make the long e sound as in the word me. Say the word slowly as you write it. Do not say the letters. Add it to your long e list. Find other words like it.

In the word breath, the vowels ea go together to make the short e sound as in the word bed. Say the word slowly as you write it. See how many other words you can find with the vowels ea making the short e sound. Add them to your short e list.

In the word break, the vowels ea make the sound of long a as in the word fate. Add it to your long a list.

In the word tear the vowels ea make the sound of short i as in the word kit. Add it to your short i list.

Lesson 21

You have heard the long e sound in the words me and breathe. You will hear the long e sound in other words like these.

need either believe

In the word need, the double-e makes the long e sound. See how many other words you can find with the double-e. Add them to your long e list.

In the word either the ei vowels make the long e sound. Say the word slowly as you write it. Do not say the letters. Find other words with ei making the long e sound.

In the word believe, the vowels ie make the long e sound. Say the word slowly as you write it. Can you find other words with the ie vowels making the long e sound?

Add all of these words to your long e list.

Lesson 22

You have heard many different sounds made by the same letters. Now you will hear three different sounds made by the vowels ie.

believe friend sieve

You know that in the word believe, the vowels ie make the long e sound.

In the word friend the vowels ie make the short e sound as in the word bed. Say the word slowly as you write it. Add it to your short e list.

In the word sieve the vowels ie make the short i sound as in the word sit. Say the word slowly as you write it. Add it to your list of short i words.

Lesson 23

You have listened, most of the time, to sounds made by vowels. Now you will hear some different sounds made by a consonant together with a vowel.

Take these words. Hear what the consonant r does to the vowels.

car her were sir fur thorough tear tear here

In the word car, the consonant r makes the vowel a sound like the short o sound. Find other words like this.

In the words her, were, sir, fur, and thorough, the consonant r makes the vowels e, i, u, and o sound like short u. Find other words like this.

Say the words slowly as you write them. Add them to the lists where they belong.

You have heard how the consonant r makes the vowels ea sound like short a or short i. In the word here it makes the vowel e sound like short i.

Lesson 24

You have heard many words with the letter y in them. Sometimes it is a consonant at the beginning, as in the word yes.

Sometimes the letter y is a vowel at the end of a word as in the words try and busy. Sometimes it goes with another vowel as in the words day, they, and eye.

See how many words you can find with y at the beginning as a consonant. Begin a new list here.

y - consonant

yes

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

See how many words you can find with the vowel y making a short i sound, as in the word busy. Add them to your list of short i sounds.

See how many words you can find with the vowel y making a long i sound as in the words try and eye. Add them to your list of long i sounds.

Lesson 25

The consonant c makes more than one sound. Take these words.

cent coat

In the word cent the consonant c makes a sound like the consonant s in the word sit. See how many words you can find with the consonant c making a sound like the consonant s.

In the word coat the consonant c makes a sound like the consonant k in the word kit. See how many words you can find with the consonant c making a sound like the consonant k. Make two lists.

c like s		c like k	
cent	_____	coat	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Lesson 26

You have heard the two sounds made by the consonant c. Now you will hear three sounds made by the consonant g in these words.

gin goat give sprig song

In the word gin the consonant g makes the sound of the consonant j as in the word jam. Find as many words as you can with the consonant g making the j sound.

In the words goat and give the consonant g at the beginning makes the same sound as in the word got. Find as many words as you can with this sound of the consonant g.

In the word sprig the consonant g at the end makes the same sound as it does at the beginning of the word got. Say the word slowly as you write it.

In the word song the consonants ng go together to make a little different sound. Say the word slowly as you write it. Do not say the letters.

Make three lists of the different sounds of the consonant g.

g like j	g in got	ng
gin	got	song
_____	goat	_____
_____	give	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Lesson 27

Some consonants go together to make a different sound as you heard in the word song. Now you will hear two different sounds made by the consonants th.

thin this with

The word thin has a sound at the beginning which is different from the consonant t and different from the consonant h. It is a sound made by th blended together. Say the word slowly as you write it. Do not say the letters.

In the words this and with, the consonants th blend to make a different sound. Say the words slowly as you write them. Do not say the letters.

Make two lists for the two sounds of the consonants th.

th	th
thin	this
	with
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Lesson 28

You have heard how two letters together often make different sounds. Now you will hear two different sounds of the letters qu together. Take these two words.

quick conquer

In the word quick the letters qu make a sound like the letters k and w together, kw. In the word conquer, the letters qu make a sound like the letter k. Say the words slowly as you write them.

Make two lists for the sounds of the letters qu. See how many words you can find.

qu like kw	qu like k
quick	conquer
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Lesson 29

You heard some new sounds made by two letters together. Now you will hear four different sounds made by the letters ch.

child choir chorus chef such

Most of the time the letters ch make the sound you hear at the beginning of the word child and at the end of the word such. Say the words slowly as you write them. Find other words with this sound of ch.

In the word choir the letters ch make the sound of the letters kw. Say the word slowly as you write it. Only a few words have this sound of ch. Can you find others?

In the word chorus the letters ch make the sound of the letter k. Say the word slowly as you write it. Find other words with ch making this sound.

A few words have the letters ch making the sound of sh as in the word shed.

The word chef has this sound at the beginning. Say the word slowly as you write it. See how many words you can find with this sound of the letters ch.

Lesson 30

Some words have very different letters making the sound of ch, as in the word child. Take these words.

nature conscientious

In the word nature the letter t, with the vowel u following it, makes the ch sound. Say the word slowly as you write it. Do not say the letters.

In the word conscientious, the letters sc, with the vowel i following them, make the ch sound. Also, the letter t, with the vowel i following it, makes the ch sound. Say the word slowly as you write it. Do not say the letters.

Can you find other words with the letters t or sc, followed by a vowel making the ch sound? Make a list of them.

t with vowel like ch	sc with i like ch
nature	conscientious
conscientious	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Lesson 31

You have heard the sound made by the consonant s in the word sit. Now you will hear other sounds made by the consonant s.

sit please sure

In the word please, the consonant s makes a sound like z as in the word buzz. Say the word slowly as you write it.

In the word sure, the consonant s, followed by the vowel u, makes the sound of sh as in the word shed. Say the word slowly as you write it.

Make three lists for the three sounds.

s like s	s like z	s like sh
sit	please	sure
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Lesson 32

Some words have very different letters making the sound of sh, as in the word shed.

nation session musician

In the word nation the consonant t, followed by the vowel i makes the sh sound. Say the word slowly as you write it. Do not say the letters.

In the word session, the consonant s, followed by the vowel i, makes the sh sound. Say the word slowly as you write it.

In the word musician, the consonant c, followed by the vowel i, makes the sh sound. Say the word slowly as you write it.

How many words can you find with different letters making the sh sound? Make three lists.

t with i like sh	s with i like sh	c with i like sh
nation	session	musician
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Lesson 33

You have heard the sound made by the consonant f in the word fat. Now you will hear the same sound made by different letters. Take these words.

phone enough

In the word phone the letters ph go together to make a sound like the sound of f. Say the word slowly as you write it.

In the word enough, the letters gh make the sound of f. Say the word slowly as you write it.

Make two lists of words.

ph like f	gh like f
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Lesson 34

You have learned that some words have letters which do not sound at all, as the silent e in the word fate. Some words have silent consonants. Take these words.

gnash heir know

In the word gnash the consonant g is silent. In the word heir, the consonant h is silent. In the word know, the k is silent. Say the words slowly as you write them. Do not say the letters.

Make lists of words with these silent letters.

silent g	silent h	silent k
gnash	heir	know
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Lesson 35

You have learned that some words have silent letters at the beginning. Some words have silent letters at the end. Take these words.

bomb dough

In the word bomb the consonant b at the end is silent. Say the word slowly as you write it.

In the word dough the letters gh at the end are silent. Say the word slowly as you write it.

Make lists of words with silent letters at the end.

silent letters at the end

bomb

dough

_____

_____

_____

_____

_____

_____

_____

_____

Lesson 36

Some words have silent letters in the middle. Take these words.

salmon could

In both the words, salmon and could, the letter l is silent. Say the words slowly as you write them. Do not say the letters.

How many words can you find with silent letters in the middle? Make a list.

salmon

could